**IEP  
Developing a Quality Present Level of Performance   
Checklist**

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| --- | --- | --- |
|  | YES | NO |
| The student is the focus. The P.L.O.P. fits the student and not the other way around. |  |  |
| Four areas of need addressed: academic achievement, functional performance and learning characteristics; social development; physical development; and management needs. |  |  |
| The IEP teacher has delegated information gathering among committee members. |  |  |
| The IEP teacher or special educator has access to a variety of normed assessment tools and understands how to administer them. |  |  |
| Parent has provided feedback on student’s strengths and needs. |  |  |
| Student feedback included through a student survey or questionnaire. |  |  |
| Teachers have provided feedback on student’s strengths and needs with concrete examples. |  |  |
| The language describing the P.L.O.P. is straightforward and not obtuse. |  |  |
| The language is positive, i.e. the student’s P.L.O.P. incorporates supports such as UDL that allows the student access to the general education curriculum. |  |  |

\*Based on NYSED Guiding Principles for IEP Development

See <http://www.p12.nysed.gov/specialed/formsnotices/IEP/training/answers-present.htm> for P.L.O.P. Q&A by NYSED.